

## **LEARNING ORGANIZATIONS AND LEADERSHIP STYLE**

### **EXECUTIVE LEADERSHIP**

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## **ABSTRACT**

This research project analyzed seven operating departments in the City of Lynchburg to determine the leadership style of the department head and whether leadership style is conducive to establishing and maintaining a learning organization. The problem was that the City of Lynchburg leadership did not understand the components of a learning organization and whether the leadership style of department heads had any relationship to the success or failure of the departments in cultivating a learning organization.

The purpose of this research project was to determine the components of a successful learning organization and to establish if the leadership style of a department head influences the ability of that department to successfully cultivate a learning organization.

The Descriptive Research Method was used to analyze existing conditions in selected operating departments in the City of Lynchburg.

The following questions were researched:

1. What was a learning organization?
2. Which departments in the City of Lynchburg had employees who consider that they worked in a learning organization?
3. Was there a relationship between the leadership style of the department head and their success at promoting and maintaining a learning organization?

The procedures involved administering a Learning Organization Assessment Survey and a Leadership Profile Survey and then comparing the results to determine whether there was a relationship between the leadership style of the department head and their success at promoting and maintaining a learning organization.

The results indicated the leaders were balanced in transactional leadership, transformational leadership behaviors, and transformational leadership characteristics. In addition, department heads with overall high leadership scores also had high transformational leadership characteristics and transactional leadership scores. The results further indicated that transactional leadership behavior (interpersonal skills) had less to do with creating a learning organization than did transformational leadership behaviors (managerial) or transformational leadership characteristics (organizational) leadership abilities.

Recommendations based on this study and its findings are:

- A desired outcome statement be created that addresses the commitment on the part of leadership to create a learning organization,
- Conduct an organizational-wide Learning Organization Assessment,
- Determine deficiencies in learning organization leadership training,
- Shift the focus of leadership training for executives and mid-management level employees from interpersonal leadership skills training to managerial and organizational leadership training, and

- Establish transactional leadership traits and transformational leadership characteristics as hiring criteria for executive employees and promotional criteria for mid-management employees.

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## **INTRODUCTION**

This research project analyzed seven operating departments in the City of Lynchburg to determine the leadership style of the department head and whether the leadership style is conducive to establishing and maintaining a learning organization. The problem is that the City of Lynchburg leadership does not understand the components of a successful learning organization, and whether the leadership style of the department head has any relationship to the success or failure of the department in cultivating a learning organization.

The purpose of this research project is to determine the components of a successful learning organization and to establish whether leadership style of a department head influences the ability of that department to successfully cultivate a learning organization.

The Descriptive Research Method was used to analyze existing conditions in selected operating departments in the City of Lynchburg. This method was selected to identify and describe the opinions of employees within those departments and to report the findings on what was occurring at the time of the study.

A Learning Organization Assessment Survey (LOA) was used to determine if employees of the selected departments considered that they worked in a learning organization. The Leadership Profile Survey (LPS) was then used to determine the leadership styles of the department heads in the selected departments. The results were then compared to determine if there was a relationship between the leadership style of the department head and their success at promoting and maintaining a learning organization.

The following are the research questions examined in this study:

1. What is a learning organization?
2. What departments in the City of Lynchburg have employees who believe they work in a learning organization?
3. Is there a relationship between the leadership style of the department head and their success at promoting and maintaining a learning organization?

## **BACKGROUND AND SIGNIFICANCE**

The City of Lynchburg, Virginia, is a small, mostly suburban city of 50 square miles and 65,000 citizens. The City employs a Council/Manager form of government to provide direction to 1153 full time, 72 part time, and 40 grant funded employees. The City Council provides strategic direction to the City Manager who is responsible for coordinating the various operating departments that provide city services.

The City Manager utilizes a Strategic Leadership Team (SLT), comprised of department heads responsible for key operating departments, to provide a high level of operational and strategic leadership for the organization. Individually, and as a group, the Strategic Leadership Team is expected to provide formal and informal support to peer department heads, ensure that

day-to-day departmental operations are efficient, consider the broad issues that cross departmental boundaries, and act as a communications link between the City Manager and the work force. Members of the SLT serve at the discretion of the City Manager.

The Chief of the Lynchburg Fire & EMS Department (LFD) holds a position as a member of the SLT. Therefore, in addition to duties as a leader of fire and emergency medical services, the Chief is expected to participate at the strategic level of the organization, and to collaborate with the City Manager to make decisions concerning the development and implementation of city policy.

Research conducted on leadership style and organizational learning will identify the leadership elements most likely to produce a learning organization. In government today, it is critical that leaders and their employees continually seek learning experiences and to share that information in an atmosphere where employees work together to resolve public policy issues.

Past efforts at improving organizational performance in Lynchburg have focused on improving the efficiency of systems without considering how leadership affects a high performance organization.

The City Manager, with assistance of the Director of Human Resources, hires department heads that demonstrate certain leadership traits and who also have the technical knowledge to address specific operational functions. The results of this research will allow the city to enhance the leadership search criteria to identify those individuals who demonstrate leadership characteristics that promote a learning environment.

The National Fire Academy Executive Fire Officer Course, *Executive Leadership*, instructs the student to employ "proven key processes used by effective executive-level managers" (National Fire Academy Student Manual). One of the specific objectives contained in the course concerns transformational and transactional leadership and how each affects the way a leader provides direction for an organization. This research paper examines those types of leadership styles and compares them to the various aspects of the successful learning organization.

Additionally, this research is linked to the United States Fire Administration's (USFA) fourth operational objective. The fourth objective of the USFA is to "promote within the community a comprehensive, multi-hazard risk reduction plan led by the fire service organization" (National Fire Academy--Applied Research Guidelines). By problem solving from a systems perspective, which is key to the success of a learning organization, it will help the LFD create a safe environment by utilizing the collective knowledge and cooperation of all city departments and employees.

In addition, by promoting and hiring leaders who demonstrate a commitment to the learning organization environment, the LFD will be partnering with other city departments that promote a "systems perspective" of problem solving.



## **LITERATURE REVIEW**

### **Organizational Learning**

Organizational learning is among the most significant issues for corporations, both profit and not-for-profit, and for governmental institutions. "Throughout the world managers and other leaders are wrestling with the question of how to integrate experiences and goals among large groups of people working together in order to ensure that things happen in a learning mode" (Kline & Saunders, 1998).

"Most companies today are under severe pressure to proceed with needed organizational transformation in order to cope with increasing rates of environmental change and turbulence. These new organizations must be responsive, flexible, adaptable, and value adding for all stakeholders" (Dervitsiotis, 1998).

The demands put on organizations now require learning to be delivered faster, cheaper, and more effectively to a fluid and mobile workforce. Some of the critical demands facing today's corporations and governments include:

- Reorganizing, restructuring, and reengineering for success, if not just survival,
- Increased skills shortages due to workers who are inadequately prepared for work in the twenty-first century,
- Doubling of knowledge every two to three years,
- Global competition from the world's most powerful companies,
- Overwhelming breakthroughs in new and advanced technologies, and the
- Spiraling need for organizations to adapt to change (Marquardt, 1999).

Increased pressure on organizations to change, learn, and adapt to new situations is causing continuous improvement programs to sprout up everywhere as organizations strive to better themselves and gain an edge (Garvin, 1993).

The topic list is long and varied, and sometimes it seems as though a program a month is needed just to keep up. Unfortunately, failed programs far outnumber successes, and improvement rates remain distressingly low. Why? Because most companies have failed to grasp a basic truth; continuous improvement requires a commitment to learning. (Garvin, 1993)

Growing gaps between the "have" and the "have-nots," global economics, telecommunications, a blurring of public/private/non-profit worlds, a growing shortage of skilled employees, and mistrustful citizens who continually demand more and more government are resulting in not only more change for local government, but in an accelerated rate of change. Consequently, many local governments have concluded that the only way to keep up with accelerating change in a knowledge society is through continuous learning. In fact, premier local governments desire to go beyond merely keeping up with change. They strive to promote positive social change and "recreate" society (Benest, 2000).

In summary, the need for organizational learning is significant. The rate of change within society and the business world is happening at a record pace. To compete in this environment all organizations need the continuous improvement that will result from successful organizational learning.

In all learning theories, feedback that enables performance improvements is of a form that allows a determination of "how close are we to the goal?" The more accurate the feedback, the more rapid the feedback, the better the organizational performance. The ability of the organization to learn from feedback is reduced when the feedback is not objective, when organizational personnel are unwilling to accept feedback, and when institutional concerns prevent acceptance of feedback (Carely & Harrand, 1997).

Organizations that do not attempt to learn will suffer from failures in organizational strategy. Also the organization may avoid dealing with a problem because the problem is perceived as too complex or difficult. Or the organization may not devote adequate resources to solving the problem, or the organization may make little attempt to implement the solution. These different modes of failing to learn may suggest that, at least from management's point of view, the problem is not being viewed as a serious threat to the organization's existence or success. (Carely & Harrand, 1997)

Most authors suggest that the main difference between learning individuals and learning organizations involves the information storage process.

Individuals store their learning primarily in their memories, augmented by libraries, notes and other aides to memory. Organizations store it primarily in their cultures, with a secondary backup in documentation that is useful only if the culture is committed to making use of it. (Kline & Saunders, 1998)

Ultimately, organizational learning is about growing something new, a different organization, and one that marries the development of every member with superior performance towards organizational purpose. "It's about increasing members' ability to learn collaboratively, for the more they can accomplish, the higher their performance and the more effectively they can hope to change their organization" (Benest, 2000).

In the early 1990's the learning organization was at the idea stage, and there was as yet no established repertoire of approaches, tools, methodologies or even case study for bringing it about. In this sense, it was not possible to identify specific circumstances or activities that would create a learning organization. It was however, possible to identify events and situations that brought about their creation:

- The need to get greater participation from the workforce,
- Production of better products and services in more efficient ways,
- The arrival of a new chairman who wanted to change the culture of the organization,
- Government intervention--for example, the issuing of people's chart of rights and expectations,

- Just the fact that things are not going right and need to be done differently, and
- When managers experience a change or shift in their own perceptions about the value of people and what is done with them (Jones & Hendry, 1992).

As the many authors suggest, life in today's world is about performance and results. Putting in place a system of effective organizational learning lays the framework for effective problem solving. This process is only successful when organizations nurture a combination of individual and organizational learning. This process requires a full involvement and commitment of the organization's workers and leaders.

Where change and adaptability are integral parts of an organization's capability and are programmed as part of its overall mission, the organization is better able to be able to generate short-term missions, which would then mold and modify long-term strategy. In other words: mission + goals = strategy. The organization is thus able to use this simple formula to integrate all of the characteristics of what seems to comprise a learning organization in its purest form (Jones & Hendry, 1992).

Such organizations have a greater capacity to concentrate on ethical, moral, and other values as a part of its business activity and integrate these values in service and production. In turn, these values are integrated within the organization's overall human resource strategy (Jones & Hendry, 1992).

Ultimately, a learning organization is one that has the powerful capacity to collect, store, and transfer knowledge and thereby continuously transform itself for corporate success. It empowers people within and outside the company to learn as they work and utilize technology to optimize both learning and productivity. There are a number of important dimensions and characteristics of a learning organization:

- Learning is accomplished by the organization as a whole,
- Organizational members recognize the importance of ongoing learning to the organization's future success,
- Learning is a continuous, strategically used process, integrated and running parallel to work,
- There is a focus on creativity,
- "Systems" thinking is fundamental (Marquardt, 1999).

Learning organizations are skilled at creating, acquiring, and transferring knowledge and then being able to modify behavior to reflect this new knowledge and insight. This implies a new way of thinking about how people work together and the need for a greater emphasis on reviewing past practices and experiences (Garvin, 1993).

A critical issue for an organization transforming itself to meet competitive threats is the ability to reach the desired state in a time frame imposed by the results of the competitive environment. Managers contemplating its use must ask the key question: "can we get there soon enough to avoid disaster?" As with the maturing of vintage wines, developing a learning organization is a rather slow process. To be effective, one must change cognitive styles; deep

held beliefs, attitudes, assumptions and behaviors. It can succeed only when the need for organizational change is not urgent (Dervitsiotis, 1998).

A company that chooses the learning organization approach must first go through a phase of preparing top and middle management in the basic disciplines of systems thinking, shared mental models, personal mastery, shared vision, and team learning. Building a foundation for these important skills is a slow and demanding process. In this first phase the initial rate of improvement is modest at best (Dervitsiotis, 1998).

In the second phase there is a moderate rate of improvement as most people learn to practice the art of these disciplines with greater skill, creativity and effectiveness, and crafting a shared vision of the organization. It is in the third phase of the learning organization path that the rate of improvement begins to accelerate, with more and more people pursuing a shared vision and operating at their fullest potential. Here we observe maximum strategic alignment of all parts of the organization (Dervitsiotis, 1998).

To become a learning organization, companies need to be skilled at the following five activities:

1. Systematic problem solving that relies on scientific method rather than guesswork,
2. Experimentation with new approaches,
3. Learning from experience and past history,
4. Learning from the best practices of others, and
5. Transferring knowledge quickly and efficiently through the organization (Garvin, 1993).

Organizations also need to provide learning for employees, that will produce signs, and routes that can be taken to achieve transformation linked to a vision of "what could be." However, unless the vision is shared, and employees have a stake in it, the chances are it will not be achieved (Jones & Hendry, 1992).

In summary, successful organizational learning appears to be "values" based. Leaders need to be committed to empowering employees so that they feel free to experiment and be creative. Because successful learning organizations are created and rooted in the values and culture of the organization it is a very slow process to change.

For most people, in most organizations, learning how to do their job better is at the heart of the matter. Learning in an organization is about learning, deeply and profoundly, how to do a great job. Something like this used to be called training before it went out of style. "You cannot miss this one, learning about the organization in a meaningful way is the bedrock on which all else rests" (Peters, 1996).

Learning how to do your job within an organization means two things: understanding the technical aspects of doing your job, and understanding the dynamic interplay of the people around you. The first does not work without the second, which is why many technicians make

lousy managers, and why many successful managers spend more time networking and playing politics than they do managing (Peters, 1996).

The goal of individual learning within the organization should be to meet the needs of the individual and the needs of the organization. "The individual has the need to experience career growth, while the organization must realize its operational objectives as defined by its mission statement" (Wilkinson & Kleiner, 1993).

The organization hoping to improve individual learning within its boundaries must also be one that is continuing to learn on the whole. This requires a system of corporate values, which inherently appreciates the benefits of improving an individual's learning. The continual learning of the individual and the organization together becomes a source of corporate growth and the organization's future. The types of characteristics found in such growing and learning organizations include openness, teamwork, flexibility and respect for the individual (Wilkinson & Kleiner, 1993).

There are six areas that an organization must set out to learn if it is going to be a learning organization:

1. Learning about the jobs in the organization,
2. Creating a level of debate in the organization which addresses future scenarios and challenges existing paradigms,
3. Anticipating future competencies,
4. Preventing the organization from being too introspective by "learning outward,"
5. Aiming for and creating organizational alignment,
6. Creating organizational memory banks (Peters, 1996).

The learning organization is about generating a culture where people take responsibility themselves, what they do, and how they do it. In other words, good organizational performance, by any measure, must not be limited to the ways and means of managing and leading people. The gap in our knowledge is to do with letting people take responsibility and enabling them to empower themselves (Jones & Hendry, 1992).

Organizational learning also includes attitudes or values, which encourage the individual within to experiment. One such attitude views unexpected events, not as mistakes, but as opportunities to learn. Another is striving for continuous improvement, which is always reflecting on the present operations and asking the question; "how can this be done better?" The organization must take the initiative by encouraging individuals to innovate (Wilkinson & Kleiner, 1993).

Business environments are too chaotic and organizational change too complex to establish firm objectives, fixed plans, and concrete programs of change. Amid sometimes unpredictable, always uncertain, and highly turbulent business conditions, an organization's ability to learn as it goes may be its only true source of competitive advantage (Rowden, 2002).

Peter M. Senge, in his book *The Fifth Discipline*, implies that "systems thinking" is the key to organizational learning. "Systems thinking" is the framework for seeing interrelationships rather than static snapshots. It is the cornerstone of how learning organizations think about their world. "The essence of the discipline of systems thinking lies in a shift of mind: seeing interrelationships rather than linear cause-effect chains, and seeing processes of change rather than snapshots" (Senge, 1994).

Peters, advocates that the learning organization is created by action learning.

Action learning puts forward a simple proposition--that we learn best about work, at work and through work, within a structure that promotes learning. So if we want to really learn how to improve the assembly of a monitor, we have to get out the soldering iron on a real line. If we want to learn how to create and implement a marketing plan, we have to really create one. In doing so, our knowledge gaps become apparent, so we learn how to access and draw from the body of knowledge on a particular subject. (Peters, 1996)

Senge seems to agree with Peters concerning individual learning. "Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning, but without it no organizational learning occurs" (Senge, 1994).

Senge outlines core principles to building a learning organization as:

1. Developing personal mastery over the discipline of personal growth and learning,
2. Challenging and managing the mental models we have developed concerning the way things should be,
3. Creating a shared vision of what the future looks like so everyone can see where they are going, and
4. Creating team learning (Senge, 1994).

Kline & Saunders spell out ten steps to creating a learning organization:

1. Assessing the culture to acknowledge what is working, and what is the mission,
2. Promoting the positive about what is happening in the organization,
3. Making the workplace safe for thinking and exploring new ways of doing business,
4. Rewarding risk taking to emphasize free thinking,
5. Helping people become resources for each other,
6. Putting the collective learning power to work for the organization,
7. Mapping out the vision for all employees to follow,
8. Bringing the new vision to life,
9. Connecting the systems that will make organizational learning take place, and
10. Getting the show on the road (Kline & Saunders, 1998).

The heart and mind of the learning organization seems to be its vision. It is the generation of this spirit, that is the key to any organization. "It has to be nurtured, developed,

and allowed to inspire the organization to provide a continuing and transforming influence which gives renewed glimpses of what could be transformational learning" (Jones & Hendry, 1992).

Many authors have concluded that in order to be successful at a new management style or process, buy-in from management is needed--a special kind of leadership--that will foster a culture where the processes and acceptance of change will flourish. "That is where the attributes of the learning organization are applied. The attributes of a learning organization are woven through the fabric of the organization by the values and beliefs of the employees and employers, and even the customers and clients" (Osbaldeston, 1996).

In summary, understanding and respecting the various learning styles of individuals, designing the jobs around the individual, promoting team learning, creating a safe environment, articulating a vision, nurturing a systems thinking philosophy, and encouraging organizational alignment are the keys to implementing and maintaining a learning organization.

## **Leadership and Leadership Style**

In the traditional view of the world, leaders cause change by affecting the behavior of others. This can happen in a number of different ways. Some leaders use power and authority. Others use influence and persuasion. Still others lead by example (Bernhard, 1999).

"I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations--the wants and needs, the aspirations and expectations--of both leaders and followers. The genius of leadership lies in the manner in which the leaders see and act on their own and their followers' values and aspirations" (Burns, 1978).

In the 1970's, it appeared that leadership research had reached an impasse. Several different approaches, the trait, the behavioral and the situational, all seem to have some relationship to leader effectiveness, but none could be said to be an overwhelming or driving factor. In 1978, however, a political historian, James McGregor Burns, published a book called "Leadership." In that book, Burns challenged the way we think about the leadership concept. He argued that there are two types of leadership: transactional and transforming (Rosenbach, Saskin, & Harburg, 1996).

Transactional leaders influence people by means of a transaction. That is they give followers money, praise, or some other reward or punishment in exchange for the followers' effort and performance (Rosenbach, Saskin, & Harburg, 1996). "Such leadership occurs when one person takes the initiative in making contact with others for the purpose of exchange of valued things" (Burns, 1978).

Transactional leaders recognize the rewards followers want from their work and try to see that they get these rewards in exchange for performance. In addition, good transactional leaders work with followers, first to understand what followers want, and then to make it clear what followers must do to generate results for the leader and thus earn rewards. Really good transactional leaders go even farther: they help followers develop the confidence they need to achieve their goals (Rosenbach, Saskin, & Harburg, 1996).

"Transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978). This type of leadership involves a strong personal identification with the leader. Followers join in a shared vision of the future, going beyond self-interest and the pursuit of personal rewards (Rosenbach, Saskin & Harburg, 1996).

The transformational leader influences followers to perform beyond expectations. This means first creating an awareness of the importance of achieving valued outcomes. To do this, transformational leaders work to define shared values and beliefs. This is what enables followers to get beyond their own self-interest and commit themselves to team, group, or organizational goals. Transformational leaders then help followers develop strategies for accomplishing goals. They enable followers to develop a mental picture of the vision and transform purpose into action (Rosenbach, Saskin & Harburg, 1996).

"Transactional or managerial leadership is, in its own way, just as important as transformational leadership. After all, if things aren't done right, it probably doesn't matter whether or not they are the right things to do" (Rosenbach, Saskin & Harburg, 1996).

As work life improves and people take risks and learn from their mistakes, members will come to better understand the future. Members need to understand that the attributes of a learning organization come with responsibilities because management is releasing power and control. The extent to which these measures can be carried out is, for the most part, determined by the member's desire to continue to improve and accept responsibility (Osbaldeston, 1996).

In summary, the authors would suggest that transformational leadership carry the values necessary to create a successful learning organization. Since leaders run organizations, it is very possible that leadership style, along with the other values and beliefs of the leader, may have tremendous influence on what type of work environment that is created.

## **PROCEDURES**

The determination of how, or if, leadership affects an organization's ability to be a learning organization required that two surveys be completed by each survey participant involved in the study. Survey instructions were developed and provided in a package that contained both surveys. (See Appendix A).

The Learning Organization Assessment Survey (LOA), developed by Peter Kline and Bernard Saunders, was used to determine "the degree to which the respondent believes his or her organization possesses the characteristics of a Learning Organization" (Kline & Saunders, 1998). (See Appendix B).

The Leadership Profile Survey (LOA), developed by Marshall Sashkin, Ph.D. and William E. Rosenbach, Ph.D., was given to the same participants "to determine the leadership behaviors and characteristics" of their leader/department head (Rosenbach, Saskin & Harburg, F., 1996). (See Appendix C).



The LOA survey contains thirty-six statements that represent a partial description of the learning organization. Each survey question also relates to one or more of the ten characteristics Kline and Saunders suggest comprise the learning organization.

Each survey participant was asked to answer the questions based on what would describe the current reality of their organization using a one to five scoring scale. A score of one would indicate "Not at all," and a score of five would indicate "To a very great extent." All results were placed in a spreadsheet designed to provide three levels of analysis. (See Appendix E).

The individual scores from the surveys were analyzed by calculating the average score for questions as they applied to the ten characteristics of the learning organization. This score indicated if the department members perceived any of the ten areas as strong or weak. For instance, a high score in the "Promotes Risk Taking" category would indicate the department was good at that characteristic, while a low score in "Systems Thinking" would indicate they had a poor environment for that characteristic. For the purpose of this research, category scores were necessary for overall evaluation results, but were not used for individual category analysis.

The overall LOA score for each department was determined by adding all of the average characteristic scores for each respondent, and then dividing the total by the number of persons participating in the survey. This total would then collectively represent how successful the employees felt their department was at being a learning organization.

The assessment results spreadsheet was also designed to allow individual answers to questions to be analyzed. This information is contained in the survey results, however this third level of analysis was beyond the scope of this research. (See Appendix E).

The Leadership Profile Survey (LPS) contains fifty questions that make up ten separate scales. Scales one and two measure transactional leadership, scales three through six assess transformational leadership behaviors, while scales seven through ten measure the personal characteristics which are necessary if transformational leaders are to have a positive impact on their group or organization (Rosenbach, Saskin & Harburg, 1996).

The scales of the LPS are broken down as follows:

## **Transactional Leadership Behavior**

**Scale 1: Capable Management:** This scale measures how well leaders accomplish the day-to-day administrative or managerial tasks that are necessary for any group or organization to function well.

**Scale 2: Reward Equity:** This scale measures the degree to which transactional leaders make clear and explicit their goal for performance expectations, and how well they deliver on the rewards they promise for good performance and goal accomplishments.

## **Transformational Leadership Behavior**

**Scale 3: Communications Leadership:** This scale assesses the ability to manage and direct the attention of others through especially clear and focused interpersonal communication.

**Scale 4: Credible Leadership:** This scale deals with perceived integrity.

**Scale 5: Caring Leadership:** The scale measures the degree to which leaders demonstrate respect and concern for others.

**Scale 6: Creative Leadership:** This scale measures the ability of leaders to be creative risk takers while balancing the risk based on careful thought and analysis.

## **Transformational Leadership Characteristics**

**Scale 7: Confident Leadership:** This scale measures the extent to which leaders possess and display self-confidence and are able to instill the same self-confidence in followers.

**Scale 8: Follower-Centered Leadership:** This scale measures the degree to which leaders see followers as empowered partners and not as pawns to be manipulated.

**Scale 9: Visionary Leadership:** This scale measures leader abilities to define and express clearly a future for the group or organization.

**Scale 10: Principled Leadership:** This scale measures the ability of leaders to develop and support certain shared values and beliefs among group members.

The results of the LPS provided a final score that described the characteristic styles of the leaders being assessed. For example, each set of individual results was calculated and reported numerically to reflect how effectively the leader exhibited transactional leadership, transformational leadership behaviors, and transformational leadership characteristics. The results could then be compared to the leader's effectiveness at maintaining a learning organization. (See Appendix D).

Additional analysis of the LPS was possible by taking the ten categories of questions on the LOA survey and affinitizing them based on whether they were related to a managerial, interpersonal, or organizational activity. The categorized questions could then be described as a transactional leadership (managerial), transformational leadership behavior (interpersonal) or transformational leadership characteristics (organizational). The results provided an individual analysis of how the leader style may have affected the outcome of the LOA. See Tables 5, 6, and 7 for a breakdown and comparison of the LOA categories and leadership styles along with the results for each leader.

The survey study group consisted of seven different operating departments in the city. Each department was given a reference number code. The coding was done to increase the accuracy of the reported results since initial contact with survey participants revealed they were uncomfortable with their department head having access to the results. This was particularly true in the smaller operating departments where the number of survey participants was small.

The survey population consisted of middle and upper level management employees who by direct report were no more than two levels removed from the department head. In a number of the smaller departments this meant that some survey participants had the same job functions. In the larger departments, survey participants generally had similar responsibilities but had varying job functions.

## **Limitations**

The population of employees used in the research represented management level employees, or those that would normally be considered as working closely with the leader. This process was used so that a fair assessment of the leaders could be done of the LPS. The same population of mid and upper level management personnel was used to complete the LOA survey. For this reason it is entirely possible they have a different view of the organization than the lower level employees. The limitation noted mirror that of the "fallacy of bias statistics, or using a sample that insufficiently represents the total population" (Kahane & Cavender, 2002).

In addition, one of the reporting groups had an unusually low return rate for the surveys when compared to the other survey groups. A determination of the cause of this variation could not be made. The lower than normal percentage of participation may have altered the outcome for this group.

## **Definitions of Terms**

Affinitize--To group according to likeness or relevance.

## **RESULTS**

### **Research Question 1: What is a learning organization?**

For any organization to be successful it requires a commitment to always improve. As conveyed by Garvin, "continuous improvement requires a commitment to learning" (Garvin, 1993). This commitment is important in individuals and in the organization.

The research indicates a successful learning organization is many things, but essentially such organizations are defined by the methods used to create a system of learning and an environment where employees feel free to learn and to experiment with new learning. Key to the

success of an organization's commitment to learning is management's ability to put in place the environment necessary for employees to grow and participate in problem solving.

Great organizational learning requires that employees have a shared vision of what the future looks like and the ability to align their individual work with a shared vision (Dervitsiotis, 1998). In addition, all employees need a "systems" perspective of how the organization should handle problems. "Systems thinking," as discussed by Senge, is the framework for seeing interrelationships rather than static snapshots" (Senge, 1994).

A learning organization also uses data for problem solving, creates a safe place for employees to experiment, uses both culture and newly obtained knowledge for analysis, seeks information and learns from other successful organizations, and can ultimately transfer new knowledge quickly through the organization (Garvin, 1993).

### **Research Question 2: What departments in the City of Lynchburg have employees who believe they work in a learning organization?**

As indicated in the Procedures section, the LPS and LOA surveys were sent to select mid-management level employees in seven operating departments in the City of Lynchburg. A total of 76 surveys were distributed, of which 61 were returned. Two of the surveyed departments, departments 6 and 7, represented 18 percent of all surveys not returned. The return rate for all surveys was 80 percent. (See Table 1).

**Table 1**  
**Survey Return Rate**

<b>Department</b>	<b>Surveys sent</b>	<b>Surveys returned</b>	<b>Percentage returned</b>
Department 1	7	7	100%
Department 2	10	10	100%
Department 3	9	9	100%
Department 4	9	8	89%
Department 5	8	8	100%
Department 6	19	10	53%
Department 7	14	9	64%
<b>Totals</b>	<b>76</b>	<b>61</b>	<b>80%</b>

The results of the LOA survey indicate that department 1 was in the high range of, "To a Moderate Extent," the employees believe they work for a learning organization, while departments 2, 3, 4, and 7 were in the low range of "To a Moderate Extent." Department 6 was in the high range of "To a Slight Extent" and department 5 was in the high range of "Not at All." See Appendix B for LOA scale information. See the Learning Organization Summary in Table 2 for a summary of all department scores on the LOA. See Appendix E for the results of all LOA categories.

**Table 2**  
**Learning Organization Survey Summary**

		LEARNING ORGANIZATION ASSESSMENT--SUMMARY AVERAGES									
Dept	Department's Overall Average	Assessment	Promote Positive	Safe Thinking	Risk Taking	People as Resources	Learning Power	Map the Vision	Model the Vision	Systems Thinking	Get the Show on the Road
001	3.6	3.7	3.6	3.4	3.5	3.6	3.4	3.7	3.7	3.5	3.7
002	3.4	3.5	3.4	3.4	3.5	3.4	3.3	3.4	3.4	3.3	3.6
003	3.3	3.2	3.1	3.2	3.2	3.3	3.3	3.4	3.3	3.2	3.3
004	3.2	3.2	3.2	3.1	3.2	3.1	3.1	3.2	3.2	2.9	3.2
005	1.9	1.7	1.9	2.0	1.9	1.9	1.7	2.0	1.9	1.7	1.9
006	2.8	2.9	2.9	3.0	2.9	2.9	2.9	2.8	2.8	2.6	2.8
007	3.1	3.0	3.1	3.1	3.2	3.2	3.1	3.2	3.1	2.8	3.2

**Research Question 3: Is there a relationship between the leadership style of the department head and their success at promoting and maintaining a learning organization?**

The LPS scored each department head in three categories, Transactional Leadership (TL), Transformational Leadership Behaviors (TLB), and Transformational Leadership Characteristics (TLC).

The results of the LPS indicated the leaders of departments 1, 3, and 4 were the highest rated in the area of transactional leadership. Leaders of departments 2 and 7 were above average, while the leaders of departments 5 and 6 were well below average. Transactional leadership is generally the measurement of managerial leadership activities.

A transformational leadership behavior is the measurement of interpersonal skills as they apply to leadership. As indicated in Table 3 the leaders of departments 4, 7, and 3 had the highest scores. Department heads 1 and 2 were above average while department head 6 was below average. Department head 5 was the lowest rated in this category and also rated well below average.

Transformational leadership characteristics, generally pertaining to the measurement of the leader's ability to manage organizational activities, indicated that department heads 3, 2, and 4 were highest rated. Department heads 7 and 1 were rated above average while department heads 6 and 5 were lowest rated and well below average. See Table 3 for a summary of the LPS scoring.

**Table 3**  
**Leadership Profile Survey Results**

Style	Department							Summary all Departments		
	1	2	3	4	5	6	7	Avg.	Low	High
<b>TL</b>	55.65	47.95	55.24	51.31	23.05	38.35	47.14	45.53	23.05	55.65
<b>TLB</b>	49.13	48.12	50.71	54.07	23.57	41.98	51.50	45.58	23.57	54.07
<b>TLC</b>	55.20	58.29	59.50	56.86	25.60	39.44	55.18	50.01	25.60	59.50

Note: TL = Transactional Leadership, TLB = Transformational Leadership Behaviors, TLC = Transformational Leadership Characteristics

A comparison between the LOA scores and the LPS scores indicate the top four department heads, 1, 2, 3, and 4, are balanced between transactional, transformational behaviors, and transformational characteristics. In each of these examples they also had the highest score on the transformational leadership characteristics profile on the LPS.

It summary, the results of the LOA and the LPS indicate the highest rated learning organizations had the highest and most actualized leaders. While some leaders had higher scores in some leadership styles than others, generally the leaders of departments 1, 2, 3, 4, and 7 had the most balanced and highest rated leadership styles. These department heads also directed organizations their employees rated as learning organizations "To a moderate extent." (See Table 4).

**Table 4**  
**Leadership and Learning Organization Assessment Comparison**

Department	Organizational Learning Score			
		TL	TLB	TLC
Department 1	3.6	55.65	49.13	55.20
Department 2	3.4	47.95	48.12	58.29
Department 3	3.3	55.24	50.71	59.50
Department 4	3.2	51.31	54.07	56.86
Department 7	3.1	47.14	51.50	55.18
Department 6	2.8	38.35	41.98	39.44
Department 5	1.9	23.05	23.57	25.60

Additional analysis was done by taking the ten categories of information that make up the LOA survey and breaking them down to the corresponding type of leadership as described in the LPS. Table 5 displays the questions and scores that pertain to transactional leadership from the LOA and also the corresponding transactional leadership scores for department heads from the LPS.

**Table 5**  
**Transactional Leadership and Learning Organization Assessment Comparison**

Dept.	Assessment	People as Resources	Get the Show on the Road	OL Score	OL Ranking	TL Score	TL Ranking
001	3.7	3.6	3.7	3.7	1	55.65	1
002	3.5	3.4	3.6	3.5	2	47.95	4
003	3.2	3.3	3.3	3.3	3	55.24	2
004	3.2	3.1	3.2	3.2	4	51.31	3
005	1.7	1.9	1.9	1.8	7	23.05	7
006	2.9	2.9	2.8	2.9	6	38.35	6
007	3.2	3.2	3.2	3.2	5	47.15	5

The results of comparing questions from the LOA that pertain to TL with the LOA score indicate the top five rated department heads, 1, 2, 3, 4, and 7 respectively, also had the top five TL scores. (See Table 5).

While the results indicate that the leaders of the highest ranked departments in the LOA were also rated high in TLB the results did not correlate closely with the rankings, as was the case for the TL and TLC. For example, department heads 1 and 2 had the highest ranked learning organizations, however their TLB scores were ranked 4 and 5 respectively.

Table 6 displays the questions and scores that pertained to TLB from the LOA and also the TLB scores of department heads from the LPS. Additionally, there is a ranking of both survey scores.

The results indicate that the highest rated departments in the LOA were not the highest rated in TLB. (See Table 6).

**Table 6**  
**Transformational Leadership Behaviors and Learning Organization Assessment Comparison**

Dept.	Promote Positive	Model the Vision	Risk Taking	OL Score	OL Ranking	TLB Score	TLB Ranking
001	3.6	3.7	3.5	3.6	1	49.13	4
002	3.4	3.4	3.5	3.4	2	48.12	5
003	3.1	3.3	3.2	3.2	3	50.71	3
004	3.2	3.2	3.2	3.2	4	54.07	1
005	1.9	1.9	1.9	1.9	7	23.57	7
006	2.9	2.9	2.8	2.9	6	41.98	6
007	3.1	3.1	3.2	3.1	5	51.50	2

Table 7 displays the questions and scores that pertained to transformational leadership characteristics from the LOA and also the corresponding transformational leadership characteristic scores for department heads from the LPS. Additionally, there is a ranking of both survey scores.

**Table 7**  
**Transformational Leadership Characteristics and Learning Organization**  
**Assessment Comparison**

Dept.	Safe Thinking	Learning Power	Map Vision	Systems Thinking	OL Score	OL Ranking	TLC Score	TLC Ranking
001	3.4	3.4	3.7	3.5	3.5	1	55.20	4
002	3.4	3.3	3.4	3.3	3.4	2	58.29	2
003	3.2	3.3	3.4	3.2	3.3	3	59.50	1
004	3.1	3.1	3.2	2.9	3.1	4	56.86	3
005	2.0	1.7	2.0	1.7	1.9	7	25.60	7
006	3.0	2.9	2.8	2.6	2.8	6	39.44	6
007	3.1	3.1	3.2	2.8	3.1	5	55.18	5

The comparative results contained in Table 7 indicate that out of the three leadership areas TL, TLB, and TLC, it is TLC that is most closely aligned with the leaders ranking as a learning organization. (See Table 7).

Generally, the overall leadership assessment indicated balanced leaders in TL, TLB, and TLC aspects of the LPS. This was even true for those department heads that scored as poor leaders. In these cases the leaders were indicated as equally poor in all three areas of the LPS.

## DISCUSSION

The results of this research indicate that there is a distinct relationship between the department head leadership profile and the ability of the department head to lead and create a learning organization. The results indicate that the best leaders at creating a learning organization are balanced in transactional leadership, transformational behaviors, and transformational characteristics. However, while maintaining a balance in all three areas, the most successful leaders at creating a learning organization seemed to excel in the transformational leadership characteristic style. The transformational leadership characteristic style pertains to organizational functions, as opposed to transactional leadership, which pertains to managerial abilities, or transformational leadership behavior, which pertains to the interpersonal skills of the leader.

Marquardt seems to support these findings in his research by advocating; "There are many attributes that make up a learning organization, however many of them are organizational focused." He further states, "learning is best conducted by the organization as a whole using a systems thinking philosophy" (Marquardt, 1999).



Of the three types of leadership assessed in this research, managerial, interpersonal, and organizational, it is the organizational approach as determined by transformational leadership characteristics that has the best opportunity to create a learning organization. Senge supports the notion that learning organizations are created using transformational leadership. "Systems thinking is the framework for seeing interrelationships rather than just snapshots. It is the cornerstone of how learning organizations think about their world" (Senge, 1994).

Dervitsiotis, suggests that leaders prepare their organization for learning by creating systems thinking, shared mental models, shared vision, and strategic alignment (Dervitsiotis, 1999). The results of this research support this view because these concepts clearly align with transformational leadership; the type of leadership the most city's most successful leaders exhibited when compared to the learning organizational results.

Peters, advocates that creating a level of debate, encouraging out of the box thinking by learning outward, and aiming for organizational alignment are areas that an organization must develop if it is going to be a successful learning organization. He further, writes, "It is key that a leader understand the technical aspects of a job so that he can determine the dynamic interplay's of people in the organization" (Peters, 1996). This would support the fact that transactional leadership is also an important trait for leaders if they are going to create successful learning organizations.

When comparing the TL scores and the TLC, with the scores of department heads on the LOA, the results indicate the rankings and scores are consistent with each other. For example those departments with the highest scores in TL and TLC also had high rankings in the LOA.

Contrast the previous information with the results contained in Table 6 and it would indicate that TLB might have less to do with creating a learning organization than TL or TLC. As indicated the highest three rated departments in the LOA had only the fourth, fifth, and third rankings on the TLB survey. These results may indicate that interpersonal skills have less to do with creating a learning organization than do managerial or organizational leadership abilities.

In summary, the results would suggest that certain leadership characteristics drive certain types of follower behavior. With respect to our current fast paced working environment, it would seem that the characteristics of a learning organization are more clearly aligned with the behavior of the transformational leader.

The implications of the study for the City of Lynchburg can be profound because learning organizations are about fast paced, continuous improvement where all employees understand the system and participate in achieving the outcomes. In order for the city to be successful in the world today, it is critical to create systems where all employees learn and then quickly share the learned information. Understanding the components of a successful learning organization will help the city and the operating departments realize success in producing efficient outcomes for the internal and external stakeholders.

Another implication of this study that cannot be understated is that the City of Lynchburg competes with private business and other government entities for both entry level and executive level employees. As is demonstrated over time, the most successful people want to work for successful organizations. To be a successful organization and attract the highest quality employees, the city will have to continually work to improve and compete with many organizations. Being a successful learning organization will produce an environment where change is welcomed and anticipated by employees who also happen to be true stakeholders in making the city successful.

Lastly, the learning organization approach to leading the city will establish an environment where department heads and other city leaders work effectively with each other to solve citizen problems and offer the highest quality service. This is especially true for the many current crises faced daily and also for any future crisis created by acts of terrorism.

## **RECOMMENDATIONS**

The results of this study support the fact that learning organizations are effective and that the leadership style of a department head does play an important role in creating a learning organization.

Based on this study, and the results, it is recommended that the City of Lynchburg:

- Develop a desired outcome statement that addresses the commitment on the part of leadership to create a learning organization,
- Establish a baseline for all department levels by conducting an organizational wide Learning Organization Assessment survey,
- Determine deficiencies in leadership training that would address learning organization outcomes,
- Shift the focus of leadership training for executives and mid-management employees from mostly interpersonal leadership skills training, and place a greater emphasis on managerial and organizational leadership training, and
- Establish TL and TLC hiring criteria for executive employees and also for mid-management promotional criteria.

Further study and research is recommended by the author to understand if the learning styles of leaders have any affect on creating a successful learning organization.

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## **Appendix A**

### **Survey Instructions**

To Whom It May Concern:

My name is Buddy Martinette and I am the Fire Chief here in Lynchburg. I am currently working in my fourth year of the National Fire Academy Executive Fire Officer Program. In each year of the program you are required to complete a two-week course and also an applied research project. It is with my final research project that I am requesting your help. This task should take you no longer than thirty minutes.

The applied research project I am gathering information for is called "Leadership Style and the Learning Organization." I will be researching how, or if, leadership style of the department head affects the ability of the department to learn and share learned information.

To accomplish this research, I will be asking middle managers in various departments to fill out two surveys. One survey assesses how adept you feel your organization is at being a learning organization and the other determines your opinion of the leadership style of the department head. These two relationships will then be compared to see if any particular leadership style is better than another at creating a learning environment. The results could help the City assess future leaders for promotion or hire department heads that will have the greatest degree of success at creating a learning organization.

All of the information that you provide on this survey will be held in the strictest confidence and only the results will be shown. The readers of the final research will not know what department the results have come from and for this reason I am requesting you to be honest and forthright with your responses.

#### **Learning Organization Assessment (white paper survey)**

This survey contains 36 questions concerning how you feel about your department. You need to respond to the questions by indicating a score based on the scale provided on page 1. It is important that you remember this survey is about *your* department.

#### **The Leadership Profile (blue and white survey)**

This survey contains 50 questions concerning your opinion of the leadership style of your department head. You need to respond to the questions by indicating a score based on the scale provided on the back of the survey. No information on the front needs to be filled out. It is important that you remember this survey is about *your* department head.

When you have finished the two surveys, please seal them in a large envelope so they are not bent and send them to me through interoffice mail. When the research is completed I will be more than happy to share the results with you or your employees.

Should you have any questions my office number is 847-1564 and cell number is 841-5964. Please accept my heartfelt thanks in advance for helping me with this project.

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## **Appendix B**

### **Learning Organization Assessment Survey**

Survey adapted from "Ten Steps To A Learning Organization" (Second Edition)  
By Peter Kline & Bernard Saunders

Using options below, write in the blank below the number that best describes your answer.

#### **Response Options:**

- 1 = Not at all
- 2 = To a slight extent
- 3 = To a moderate extent
- 4 = To a great extent
- 5 = To a very great extent

#### **The current reality in my organization is that:**

- \_\_\_\_\_ 1. People feel free to speak their minds about what they have learned. There is no fear, threat or repercussion for disagreeing or dissenting.
- \_\_\_\_\_ 2. Mistakes made by individuals or departments are turned into constructive learning experiences.
- \_\_\_\_\_ 3. There is a general feeling that it is always possible to find a better way to do something.
- \_\_\_\_\_ 4. Multiple viewpoints and open productive debates are encouraged and cultivated.
- \_\_\_\_\_ 5. Experimentation is endorsed and championed, and is a way of doing business.
- \_\_\_\_\_ 6. Mistakes are clearly viewed as positive growth opportunities throughout the system.
- \_\_\_\_\_ 7. There is a willingness to break old patterns in order to experiment with different ways of organizing and managing daily work.
- \_\_\_\_\_ 8. Management practices are innovative, creative, and periodically risk-taking.
- \_\_\_\_\_ 9. The quality of work life in our organization is improving.
- \_\_\_\_\_ 10. There are formal and informal structures designed to encourage people to share what they learn with their peers and the rest of the organization.

- \_\_\_\_\_ 11. The organization is perceived as designed for problem-solving and learning.
- \_\_\_\_\_ 12. Learning is expected and encouraged across all levels of the organization: management, employees, supervision, union, stockholders, and customers.
- \_\_\_\_\_ 13. People have an overview of the organization beyond their specialty and function, and adapt their working patterns to it.
- \_\_\_\_\_ 14. "Lessons learned" sessions are conducted so as to produce clear, specific and permanent structural and organizational changes.
- \_\_\_\_\_ 15. Management practices, operations, policies and procedures that become obsolete by hindering the continued growth of people and the organization are removed and replaced with workable systems and structures.
- \_\_\_\_\_ 16. Continuous improvement is expected and treated receptively.
- \_\_\_\_\_ 17. There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually.
- \_\_\_\_\_ 18. Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities--inside and outside the organization.
- \_\_\_\_\_ 19. Cross-functional learning opportunities are expected and organized on a regular basis, so that people understand the functions of others whose jobs are different, but of related importance.
- \_\_\_\_\_ 20. Middle managers are seen as having the primary role in keeping the learning process running smoothly throughout the organization.
- \_\_\_\_\_ 21. The unexpected is viewed as an opportunity for learning.
- \_\_\_\_\_ 22. People look forward to improving their own competencies as well as those of the whole organization.
- \_\_\_\_\_ 23. The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.
- \_\_\_\_\_ 24. Presently, even if the environment of the organization is complicated, chaotic, and active, nevertheless it is not on overload.
- \_\_\_\_\_ 25. There is a healthy, manageable level of stress that assists in promoting learning.
- \_\_\_\_\_ 26. Continuous improvement is practiced as well as preached.



- \_\_\_\_\_ 27. The difference between training/education and learning is clearly understood.
- \_\_\_\_\_ 28. People are encouraged and provided the resources to become self-directed learners.
- \_\_\_\_\_ 29. There is a formal, on-going education program to prepare middle managers in their new roles as teachers, coaches, and leaders.
- \_\_\_\_\_ 30. Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.
- \_\_\_\_\_ 31. Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.
- \_\_\_\_\_ 32. There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the organization.
- \_\_\_\_\_ 33. There is direction and resource allocation planned to bring about meaningful and lasting learning.
- \_\_\_\_\_ 34. Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.
- \_\_\_\_\_ 35. Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.
- \_\_\_\_\_ 36. Managers enable their staffs to become self-developers, and learn how to improve their performance.

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## Appendix C

# Leadership Profile Survey

**THIS PERSON...**

1. Makes sure people have the resources they need to do a job.
2. Rewards people fairly for their efforts.
3. Pays close attention to what others say.
4. Can be relied on.
5. Respects people's differences.
6. Creates opportunities for people to succeed.
7. Acts in ways that have impact.
8. Enjoys making others obey her or his orders.
9. Considers how a specific plan of action might be extended to benefit others.
10. Encourages others to act according to the values and beliefs we share.
11. Provides information people need to effectively plan and do their work.
12. Recognizes good performance with rewards people value.
13. Communicates a clear sense of priorities.
14. Follows through on commitments.
15. Shows he or she cares about others.
16. Designs situations that permit people to achieve their goals.
17. Can see the results of her or his actions.
18. Expects others to obey without question.
19. Concentrates on short-term goals at expense of long range, strategic goals.
20. Demonstrates that group goals are her or his own.
21. Helps people get the training they need to perform their jobs effectively.
22. Expresses appreciation when people perform well.
23. Grabs people's attention, focusing on the important issue in a discussion.
24. Keeps promises.
25. Shows concern for the feelings of others.
26. Involves others in new ideas and projects.
27. Makes a difference.
28. Uses power and influence to benefit others.
29. Explains long-range plans and goals clearly.
30. Supports effective coordination by working cooperatively with others.
31. Supports and encourages people to get the job done well.
32. Knows the rewards people value.
33. Listens for feelings as well as ideas.
34. Acts in ways consistent with her or his words.
35. Treats others with respect, regardless of position.
36. Helps others learn from mistakes.
37. Is confident in her or his own abilities.
38. Seeks power and influence to attain goals people agree on.
39. Expresses a vision that engages people.
40. Encourages people to support their views and positions with concrete evidence.
41. Makes sure people have clear and challenging goals.
42. Makes sure that people know what to expect in return for accomplishing goals.
43. Is able to get complicated ideas across clearly.
44. Can be trusted.
45. Makes others feel a real part of the group organization.
46. Gives people the authority they need to fulfill their responsibilities.
47. Is in control of his or her life.
48. Shares power and influence with others.
49. Has plans that extend over a period of several years or longer.
50. Values action over maintaining the status quo.

[illegible]

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## Appendix D

### Leadership Profile Survey Results

Leadership Style	Sub Style	001	002	003	004	005	006	007
<b>Transactional Leadership</b>								
	Capable Management	57.03	48.92	54.74	56.40	22.74	40.32	51.41
	Reward Equity	54.27	46.98	55.74	46.22	23.36	36.38	42.86
	<b>Total</b>	<b>55.65</b>	<b>47.95</b>	<b>55.24</b>	<b>51.31</b>	<b>23.05</b>	<b>38.35</b>	<b>47.14</b>
<b>Transformational Leadership Behaviors</b>								
	Leadership Communication	49.92	47.33	49.92	53.62	20.32	38.45	50.74
	Credible Leadership	49.83	47.25	50.03	54.45	18.69	44.08	51.60
	Caring Leadership	47.35	46.04	48.80	52.94	32.67	43.76	52.42
	Creative Leadership	49.42	51.86	54.09	55.25	22.61	41.62	51.25
	<b>Total</b>	<b>49.13</b>	<b>48.12</b>	<b>50.71</b>	<b>54.07</b>	<b>23.57</b>	<b>41.98</b>	<b>51.50</b>
<b>Transformational Leadership Characteristics</b>								
	Confident Leadership	55.09	53.69	55.52	56.37	21.28	34.94	52.97
	Follower Centered Leadership	49.19	54.50	58.51	52.78	36.29	44.61	53.73
	Visionary Leadership	61.79	69.28	70.36	67.77	24.31	40.18	64.97
	Principled Leadership	54.74	55.69	53.60	50.53	20.53	38.04	49.03
	<b>Total</b>	<b>55.20</b>	<b>58.29</b>	<b>59.50</b>	<b>56.86</b>	<b>25.60</b>	<b>39.44</b>	<b>55.18</b>

Format changes have been made to facilitate reproduction. While these research projects have been selected as outstanding, other NFA EFOP and APA format, style, and procedural issues may exist.

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## Appendix E

### Learning Organization Survey Results

Question	Person #1	Person #2	Person #3	Person #4	Person #5	Person #6	Person #7	Question Average
1 People feel free to speak their minds about what they have learned. There is no fear, threat or repercussion for disagreeing or dissenting.	4.0	3.0	5.0	5.0	5.0	2.0	3.0	3.9
2 Mistakes made by individuals or departments are turned into constructive learning experiences	4.0	1.0	5.0	4.0	4.0	3.0	3.0	3.4
3 There is a general feeling that it is always possible to find a better way to do something.	3.0	2.0	5.0	4.0	4.0	4.0	5.0	3.9
4 Multiple viewpoints and open productive debates are encouraged and cultivated.	4.0	1.0	5.0	5.0	5.0	3.0	3.0	3.7
5 Experimentation is endorsed and championed, and is a way of doing business.	3.0	1.0	4.0	3.0	3.0	3.0	4.0	3.0
6 Mistakes are clearly viewed as positive growth opportunities throughout the system.	3.0	1.0	4.0	4.0	4.0	4.0	3.0	3.3
7 There is a willingness to break old patterns in order to experiment with different ways of organizing and managing daily work.	4.0	2.0	5.0	4.0	3.0	3.0	5.0	3.7
8 Management practices are innovative, creative, and periodically risk-taking.	4.0	1.0	4.0	4.0	3.0	3.0	4.0	3.3
9 The quality of work life in our organization is improving.	4.0	3.0	4.0	3.0	4.0	3.0	4.0	3.6
10 There are formal and informal structures designed to encourage people to share what they learn with their peers and the rest of the organization.	4.0	1.0	4.0	5.0	5.0	3.0	4.0	3.7
11 The organization is perceived as designed for problem solving and learning.	4.0	1.0	5.0	4.0	5.0	2.0	3.0	3.4
12 Learning is expected and encouraged across all levels of the organization: management, employees, supervision, union, stockholders, and customers.	4.0	2.0	5.0	4.0	5.0	3.0	4.0	3.9
13 People have an overview of the organization beyond their specialty and function, and adapt their working patterns to it.	4.0	3.0	4.0	4.0	5.0	3.0	5.0	4.0
14 "Lessons learned" sessions are conducted so as to produce clear, specific and permanent structural and organizational changes.	2.0	1.0	3.0	3.0	4.0	2.0	3.0	2.6
15 Management practices, operations, policies and procedures that become obsolete by hindering the continued growth of people and the organization are removed and replaced with workable systems and structures.	3.0	2.0	4.0	4.0	4.0	3.0	4.0	3.4
16 Continuous improvement is expected and treated receptively.	3.0	4.0	5.0	5.0	5.0	5.0	4.0	4.4
17 There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually.	3.0	1.0	2.0	3.0	3.0	2.0	2.0	2.3
18 Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities – inside and outside the organization.	4.0	2.0	5.0	3.0	4.0	2.0	2.0	3.1
19 Cross-functional learning opportunities are expected and organized on a regular basis, so that people understand the functions of others whose jobs are different, but of related importance.	3.0	1.0	5.0	4.0	4.0	3.0	4.0	3.4
20 Middle managers are seen as having the primary role in keeping the learning process running smoothly throughout the organization.	3.0	3.0	4.0	4.0	4.0	2.0	2.0	3.1
21 The unexpected is viewed as an opportunity for learning.	4.0	3.0	4.0	4.0	3.0	4.0	3.0	3.6
22 People look forward to improving their own competencies as well as those of the whole organization.	3.0	3.0	4.0	5.0	5.0	4.0	3.0	3.9
23 The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	4.0	3.0	4.0	3.0	5.0	4.0	4.0	3.9
24 Presently, even if the environment of the organization is complicated, chaotic, and active, nevertheless it is not on overload.	3.0	4.0	4.0	2.0	3.0	2.0	4.0	3.1
25 There is a healthy, manageable level of stress that assists in promoting learning.	3.0	3.0	4.0	4.0	3.0	3.0	4.0	3.4
26 Continuous improvement is practices as well as preached.	4.0	4.0	5.0	5.0	4.0	2.0	4.0	4.0
27 The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	3.0	1.0	4.0	4.0	3.0	2.0	3.0	2.9

Question	Person# 1	Person# 2	Person# 3	Person# 4	Person# 5	Person# 6	Person# 7	Question Average
28 People are encouraged and provided the resources to become self-directed learners.	3.0	3.0	5.0	4.0	4.0	2.0	4.0	3.6
29 There is a formal, on-going education program to prepare middle managers in their new roles as teachers, coaches, and leaders.	3.0	1.0	4.0	4.0	4.0	2.0	3.0	3.0
30 Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	3.0	2.0	3.0	5.0	4.0	3.0	3.0	3.3
31 Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	4.0	3.0	4.0	5.0	4.0	4.0	4.0	4.0
32 There's sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what's happening in the organization.	3.0	3.0	4.0	3.0	3.0	2.0	4.0	3.1
33 There is direction and resource allocation planned to bring about meaningful and lasting learning.	4.0	1.0	4.0	3.0	3.0	2.0	4.0	3.0
34 Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.3
35 Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	4.0	4.0	5.0	5.0	4.0	3.0	3.0	4.0
36 Managers enable their staffs to become self-developers, and learn how to improve their performance.	4.0	3.0	5.0	5.0	4.0	3.0	4.0	4.0
Total	125.0	80.0	153.0	144.0	143.0	103.0	128.0	

SUMMARY - Department 001									
								Category Averages	
Assessment Averages								3.5	3.8
Promote Positive Averages								3.3	3.7
Safe Thinking Averages								3.3	3.5
Risk Taking Averages								3.4	3.7
People As Resources Averages								3.4	3.6
Learning Power Averages								3.5	3.3
Map the Vision Averages								3.8	3.8
Model the Vision Averages								3.8	3.8
Systems Thinking Averages								3.4	4.0
Get the Show on the Road Averages								3.7	4.0
Individual Averages								3.5	3.7
Overall Average for Department								3.6	



Question	Person #1	Person #2	Person #3	Person #4	Person #5	Person #6	Person #7	Person #8	Person #9	Person #10	Question Average
1 People feel free to speak their minds about what they have learned. There is no fear, threat or repercussion for disagreeing or dissenting.	3.0	4.0	5.0	3.0	4.0	3.0	4.0	5.0	4.0	4.0	3.9
2 Mistakes made by individuals or departments are turned into constructive learning experiences	4.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	4.0	2.0	3.4
3 There is a general feeling that it is always possible to find a better way to do something.	4.0	4.0	4.0	4.0	2.0	3.0	4.0	3.0	4.0	4.0	3.6
4 Multiple viewpoints and open productive debates are encouraged and cultivated	4.0	3.0	4.0	3.0	3.0	4.0	4.0	4.0	5.0	4.0	3.8
5 Experimentation is endorsed and championed, and is a way of doing business.	4.0	3.0	3.0	3.0	4.0	4.0	5.0	4.0	3.0	3.0	3.6
6 Mistakes are clearly viewed as positive growth opportunities throughout the system.	4.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.8
7 There is a willingness to break old patterns in order to experiment with different ways of organizing and managing daily work.	5.0	4.0	4.0	4.0	3.0	2.0	4.0	2.0	3.0	4.0	3.5
8 Management practices are innovative, creative, and periodically risk-taking	5.0	3.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	3.8
9 The quality of work life in our organization is improving.	3.0	3.0	4.0	3.0	4.0	2.0	4.0	4.0	4.0	2.0	3.3
10 There are formal and informal structures designed to encourage people to share what they learn with their peers and the rest of the organization.	4.0	3.0	5.0	3.0	2.0	4.0	4.0	3.0	3.0	3.0	3.4
11 The organization is perceived as designed for problem solving and learning.	4.0	3.0	4.0	4.0	3.0	3.0	4.0	3.0	2.0	3.0	3.3
12 Learning is expected and encouraged across all levels of the organization: management, employees, supervision, union, stockholders, and customers.	5.0	4.0	5.0	3.0	4.0	4.0	5.0	5.0	2.0	5.0	4.2
13 People have an overview of the organization beyond their specialty and function, and adapt their working patterns to it.	4.0	3.0	4.0	3.0	3.0	3.0	4.0	3.0	2.0	3.0	3.2
14 "Lessons learned" sessions are conducted so as to produce clear, specific and permanent structural and organizational changes.	3.0	2.0	3.0	3.0	2.0	2.0	4.0	2.0	1.0	4.0	2.6
15 Management practices, operations, policies and procedures that become obsolete by hindering the continued growth of people and the organization are removed and replaced with workable systems and structures.	5.0	3.0	3.0	4.0	3.0	4.0	5.0	4.0	3.0	4.0	3.8
16 Continuous improvement is expected and treated receptively.	5.0	4.0	4.0	4.0	4.0	3.0	5.0	4.0	4.0	5.0	4.2
17 There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually.	4.0	2.0	4.0	3.0	4.0	3.0	3.0	3.0	2.0	4.0	3.2

Question	Person# 1	Person# 2	Person# 3	Person# #4	Person# #5	Person# #6	Person# 7	Person# 8	Person# 9	Person# 10	Question Average
18 Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities – inside and outside the organization.	4.0	3.0	4.0	3.0	3.0	3.0	4.0	2.0	3.0	3.0	3.2
19 Cross-functional learning opportunities are expected & organized on a regular basis, so people understand functions of others whose jobs are different but of related importance.	4.0	3.0	3.0	3.0	3.0	2.0	3.0	4.0	3.0	3.0	3.1
20 Middle mgrs. are seen as having the primary role in keeping the learning process running smoothly throughout the org.	4.0	3.0	3.0	3.0	4.0	4.0	5.0	4.0	2.0	5.0	3.7
21 The unexpected is viewed as an opportunity for learning.	4.0	3.0	3.0	3.0	4.0	3.0	4.0	4.0	2.0	3.0	3.3
22 People look forward to improving their own competencies as well as those of the whole organization.	3.0	3.0	3.0	3.0	2.0	3.0	4.0	3.0	3.0	5.0	3.2
23 The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	4.0	3.0	4.0	3.0	2.0	3.0	4.0	4.0	3.0	4.0	3.4
24 Presently, even if the environment of the org. is complicated, chaotic, and active, nevertheless it is not on overload.	2.0	3.0	3.0	3.0	2.0	3.0	4.0	3.0	4.0	3.0	3.0
25 There is a healthy, manageable level of stress that assists in promoting learning.	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	3.0	4.0	3.4
26 Continuous improvement is practices as well as preached.	4.0	4.0	4.0	3.0	4.0	3.0	5.0	4.0	3.0	4.0	3.8
27 The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	2.0	4.0	3.1
28 People are encouraged and provided the resources to become self-directed learners.	3.0	3.0	4.0	2.0	3.0	3.0	5.0	3.0	4.0	4.0	3.4
29 There is a formal, on-going education program to prepare middle mgrs. in their new roles as teachers/coaches/leaders.	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	1.0	4.0	2.4
30 Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	4.0	2.0	4.0	2.0	3.0	3.0	3.0	3.0	1.0	4.0	2.9
31 Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	4.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.4
32 There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the org.	2.5	2.0	3.0	3.0	4.0	4.0	4.0	5.0	3.0	2.0	3.3
33 There is direction and resource allocation planned to bring about meaningful and lasting learning.	3.0	4.0	3.0	3.0	3.0	2.0	4.0	3.0	3.0	4.0	3.2
34 Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	4.0	3.0	4.0	3.0	5.0	3.0	5.0	5.0	3.0	4.0	3.9
35 Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	3.0	2.0	4.0	3.0	4.0	4.0	4.0	4.0	2.0	4.0	3.4
36 Managers enable their staffs to become self-developers, and learn how to improve their performance.	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	3.8
Total	135.5	109.0	133.0	110.0	115.0	112.0	147.0	128.0	104.0	131.0	

SUMMARY - Department 002														Category Averages
Assessment Averages	3.4	3.1	3.6	3.1	3.3	3.3	3.3	4.2	3.9	3.2	3.7	3.5		
Promote Positive Averages	3.7	3.1	3.8	3.0	3.3	3.3	2.9	4.3	3.6	2.9	3.7	3.4		
Safe Thinking Averages	3.6	3.0	3.7	2.9	3.3	3.3	3.3	4.1	3.8	3.0	3.5	3.4		
Risk Taking Averages	3.8	3.2	3.7	3.1	3.3	3.3	3.1	4.2	3.6	3.2	3.5	3.5		
People As Resources Averages	3.9	3.0	3.9	2.9	3.1	3.1	3.1	4.1	3.5	2.9	3.9	3.4		
Learning Power Averages	3.7	2.9	3.6	2.9	3.3	3.3	3.1	3.9	3.5	2.6	3.7	3.3		
Map the Vision Averages	4.0	3.0	4.0	3.2	2.8	3.2	3.2	3.8	3.5	3.2	3.7	3.4		
Model the Vision Averages	4.0	3.0	4.0	3.0	3.0	3.1	3.1	3.9	3.6	2.9	3.7	3.4		
Systems Thinking Averages	3.7	2.9	3.4	3.2	3.0	2.9	2.9	4.0	3.4	2.6	3.6	3.3		
Get the Show on the Road Averages	4.0	3.4	3.9	3.3	2.9	3.0	3.0	4.3	3.6	3.1	4.1	3.6		
Individual Averages	3.8	3.1	3.8	3.1	3.1	3.1	3.1	4.1	3.6	3.0	3.7			
Overall Average for Department	3.4													

Format changes have been made to facilitate reproduction. While these research projects have been selected as outstanding, other NFA EFOP and APA format, style, and procedural issues may exist.

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Question	Person# 1	Person# 2	Person# 3	Person# 4	Person# 5	Person# 6	Person# 7	Person# 8	Person# 9	Question Average
19 Cross-functional learning opportunities are expected & organized on a regular basis, so people understand functions of others whose jobs are different but of related importance.	3.0	4.0	3.0	4.0	3.0	4.0	3.0	3.0	3.0	3.3
20 Middle mgrs. are seen as having the primary role in keeping the learning process running smoothly throughout the org.	2.0	4.0	5.0	4.0	3.0	3.0	4.0	4.0	4.0	3.7
21 The unexpected is viewed as an opportunity for learning.	2.0	4.0	3.0	4.0	3.0	3.0	3.0	3.0	4.0	3.2
22 People look forward to improving their own competencies as well as those of the whole organization.	3.0	3.0	4.0	3.0	2.0	3.0	3.0	3.0	4.0	3.1
23 The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	3.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	3.7
24 Presently, even if the environment of the org. is complicated, chaotic, and active, nevertheless it is not on overload.	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.7
25 There is a healthy, manageable level of stress that assists in promoting learning.	3.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.3
26 Continuous improvement is practices as well as preached.	3.0	4.0	4.0	4.0	4.0	2.0	4.0	5.0	4.0	3.8
27 The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	2.0	3.0	5.0	3.0	3.0	2.0	2.0	4.0	4.0	3.1
28 People are encouraged and provided the resources to become self-directed learners.	2.0	4.0	3.0	3.0	3.0	3.0	2.0	4.0	4.0	3.1
29 There is a formal, on-going education program to prepare middle mgrs. in their new roles as teachers/coaches/leaders.	3.0	4.0	3.0	4.0	3.0	4.0	3.0	5.0	4.0	3.7
30 Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	3.0	4.0	2.0	4.0	3.0	2.0	2.0	4.0	4.0	3.1
31 Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	3.0	3.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	3.3
32 There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the org.	3.0	3.0	2.0	3.0	2.0	2.0	4.0	2.0	3.0	2.7
33 There is direction and resource allocation planned to bring about meaningful and lasting learning.	2.0	4.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.9
34 Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	2.0	4.0	2.0	2.0	3.0	4.0	3.0	4.0	4.0	3.1
35 Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	2.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	3.3
36 Managers enable their staffs to become self-developers, and learn how to improve their performance.	3.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	3.4
Total	90.0	134.0	124.0	118.0	107.0	114.0	117.0	137.0	136.0	
SUMMARY - Department 003										

	Assessment Averages	2.6	3.6	3.4	3.3	2.9	2.8	3.4	3.5	3.7	Category Averages
	<b>Assessment Averages</b>	2.6	3.6	3.4	3.3	2.9	2.8	3.4	3.5	3.7	3.2
	<b>Promote Positive Averages</b>	2.2	3.8	3.3	3.3	3.0	3.0	3.0	3.6	3.7	3.1
	<b>Safe Thinking Averages</b>	2.4	3.7	3.4	3.3	3.1	3.1	3.1	3.9	3.9	3.2
	<b>Risk Taking Averages</b>	2.2	3.8	3.3	3.2	2.9	3.1	3.2	3.8	3.8	3.2
	<b>People As Resources Averages</b>	2.8	3.7	3.3	3.4	3.0	3.5	3.1	4.0	3.9	3.3
	<b>Learning Power Averages</b>	2.6	3.8	3.6	3.4	3.1	3.1	3.2	4.0	3.8	3.3
	<b>Map the Vision Averages</b>	2.7	3.8	3.5	3.3	3.0	3.5	3.3	3.7	3.8	3.4
	<b>Model the Vision Averages</b>	2.8	3.8	3.4	3.4	3.1	3.1	3.2	3.9	3.9	3.3
	<b>Systems Thinking Averages</b>	2.3	3.7	3.3	3.2	2.8	3.4	3.4	3.2	3.4	3.2
	<b>Get the Show on the Road Averages</b>	2.6	3.7	3.6	3.3	3.0	3.1	3.7	3.7	3.7	3.3
	<b>Individual Averages</b>	2.5	3.7	3.4	3.3	3.0	3.2	3.3	3.7	3.8	
	<b>Overall Average for Department</b>	<b>3.3</b>									

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19	Cross-functional learning opportunities are expected & organized on a regular basis, so people understand functions of others whose jobs are different but of related importance.	1	2	4	3	2	2	3	3	2.5
20	Middle mgrs. are seen as having the primary role in keeping the learning process running smoothly throughout the org.	2	3	3	4	2	4	4	3	3.1
21	The unexpected is viewed as an opportunity for learning.	2	3	3	4	2	3	3	3	2.9
22	People look forward to improving their own competencies as well as those of the whole organization.	2	2	2	4	3	3	3	5	3.0
23	The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	2	3	3		3	4	3	5	3.3
24	Presently, even if the environment of the org. is complicated, chaotic, and active, nevertheless it is not on overload.	1	2	4	5	2	4	3	4	3.1
25	There is a healthy, manageable level of stress that assists in promoting learning.	3	3	4		3	4	4	4	3.6
26	Continuous improvement is practices as well as preached.	2	2	4	4	4	4	4	3	3.4
27	The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	3	2	3	3	3	3	3	3	2.9
28	People are encouraged and provided the resources to become self-directed learners.	4	3	5	4	4	4	4	4	4.0
29	There is a formal, on-going education program to prepare middle mgrs. in their new roles as teachers/coaches/leaders.	3	2	1		3	2	3	2	2.3
30	Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	3	2	1	4	3	3	3	3	2.8
31	Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	1	3	4	3	4	3	2	5	3.1
32	There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the org.	1	2	2	3	3	2	3	2	2.3
33	There is direction and resource allocation planned to bring about meaningful and lasting learning.	2	3	2	3	4	2	3	5	3.0
34	Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	1	2	1	3	4	2	2	3	2.3
35	Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	2	3	3	4	4	3	3	4	3.3
36	Managers enable their staffs to become self-developers, and learn how to improve their performance.	4	3	5	4	4	3	3	5	3.9
Total		86.0	91.0	119.0	126.0	119.0	116.0	113.0	136.0	
SUMMARY - Department 004										Category Averages



Assessment Averages	2.2	2.6	3.7	3.2	3.4	3.5	3.4	3.8	3.2
Promote Positive Averages	2.2	2.5	3.7	3.9	3.4	3.3	3.3	3.4	3.2
Safe Thinking Averages	2.5	2.6	3.2	3.4	3.5	3.2	3.1	3.5	3.1
Risk Taking Averages	2.6	2.7	3.4	3.5	3.3	3.3	3.1	3.8	3.2
People As Resources Averages	2.4	2.4	3.2	3.3	3.5	3.2	3.1	3.8	3.1
Learning Power Averages	2.5	2.6	3.3	3.3	3.3	3.2	3.2	3.7	3.1
Map the Vision Averages	2.3	2.7	3.3	3.3	3.5	3.5	2.8	4.2	3.2
Model the Vision Averages	2.2	2.6	3.2	3.4	3.6	3.4	2.9	4.0	3.2
Systems Thinking Averages	1.9	2.4	3.1	3.1	2.9	2.8	3.2	4.0	2.9
Get the Show on the Road Averages	2.3	2.4	3.6	3.7	2.9	3.7	3.3	4.0	3.2
Individual Averages	2.3	2.6	3.4	3.4	3.3	3.3	3.1	3.8	
Overall Average for Department	3.2								

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Question	Person #1	Person #2	Person #3	Person #4	Person #5	Person #6	Person #7	Question Average
19 Cross-functional learning opportunities are expected & organized on a regular basis, so people understand functions of others whose jobs are different but of related importance.	1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.3
20 Middle mgrs. are seen as having the primary role in keeping the learning process running smoothly throughout the org.	1.0	2.0	3.0	2.0	2.0	2.0	1.0	1.9
21 The unexpected is viewed as an opportunity for learning.	1.0	1.0	2.0	1.0	1.0	1.0	2.0	1.3
22 People look forward to improving their own competencies as well as those of the whole organization.	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.3
23 The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	1.0	2.0	2.0	1.0	2.0	2.0	3.0	1.9
24 Presently, even if the environment of the org. is complicated, chaotic, and active, nevertheless it is not on overload.	2.0	1.5	1.0	1.0	2.0	1.5	2.0	1.6
25 There is a healthy, manageable level of stress that assists in promoting learning.	2.0	1.5	1.0	1.0	1.0	1.5	2.0	1.4
26 Continuous improvement is practices as well as preached.	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.1
27 The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.3
28 People are encouraged and provided the resources to become self-directed learners.	2.0	2.0	2.0	3.0	1.0	2.0	3.0	2.1
29 There is a formal, on-going education program to prepare middle mgrs. in their new roles as teachers/coaches/leaders.	2.0	1.5	1.0	1.0	2.0	1.5	2.0	1.6
30 Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	1.0	3.0	1.0	2.0	1.0	2.0	3.0	1.9
31 Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	1.0	3.0	1.0	1.0	1.0	4.0	2.0	1.9
32 There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the org.	1.0	3.0	1.0	1.0	1.0	2.0	2.0	1.6
33 There is direction and resource allocation planned to bring about meaningful and lasting learning.	1.0	3.0	1.0	1.0	1.0	2.0	1.0	1.4
34 Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	1.0	3.0	1.0	1.0	2.0	3.0	2.0	1.9
35 Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	1.0	3.0	1.0	2.0	1.0	2.0	2.0	1.7
36 Managers enable their staffs to become self-developers, and learn how to improve their performance.	1.0	3.0	3.0	2.0	2.0	2.0	2.0	2.1
Total	47.0	84.5	54.0	56.0	57.0	76.5	83.0	

SUMMARY - Department 005												Category Averages
<b>Assessment Averages</b>												1.7
<b>Promote Positive Averages</b>												1.9
<b>Safe Thinking Averages</b>												2.0
<b>Risk Taking Averages</b>												1.9
<b>People As Resources Averages</b>												1.9
<b>Learning Power Averages</b>												1.7
<b>Map the Vision Averages</b>												2.0
<b>Model the Vision Averages</b>												1.9
<b>Systems Thinking Averages</b>												1.7
<b>Get the Show on the Road Averages</b>												1.9
<b>Individual Averages</b>												
<b>Overall Average for Department</b>												

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16	Continuous improvement is expected and treated receptively.	4.0	2.0	4.0	5.0	4.0	4.0	4.0	4.0	2.0	3.0	4.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	3.1
17	There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually.	3.0	1.0	3.0	3.0	2.0	4.0	4.0	4.0	1.0	2.0	1.0	4.0	3.0	2.0	2.0	1.0	1.0	2.0	2.2
18	Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities – inside and outside the organization.	5.0	2.0	4.0	3.0	3.0	4.0	4.0	4.0	2.0	2.0	4.0	4.0	1.0	3.0	2.0	3.0	2.0	3.0	2.9
19	Cross-functional learning opportunities are expected & organized on a regular basis, so people understand functions of others whose jobs are different but of related importance.	2.0	1.0	3.0	5.0	2.0	4.0	4.0	4.0	2.0	1.0	3.0	3.0	1.0	2.0	1.0	4.0	3.0	2.0	2.4
20	Middle mgrs. are seen as having the primary role in keeping the learning process running smoothly throughout the organization.	5.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	2.0	2.0	4.0	5.0	1.0	3.0	3.0	3.0	3.0	2.0	3.2
21	The unexpected is viewed as an opportunity for learning.	4.0	2.0	2.0	4.0	3.0	4.0	4.0	4.0	2.0	3.0	4.0	4.0	1.0	4.0	2.0	2.0	2.0	3.0	2.9
22	People look forward to improving their own competencies as well as those of the whole organization.	5.0	2.0	2.0	3.0	4.0	4.0	4.0	4.0	2.0	3.0	4.0	4.0	2.0	2.0	3.0	2.0	3.0	4.0	3.1
23	The systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli.	4.0	3.0	2.0	4.0	4.0	4.0	4.0	4.0	1.0	2.0	3.0	4.0	1.0	3.0	2.0	2.0	2.0	3.0	2.8
24	Presently, even if the environment of the org. is complicated, chaotic, and active, nevertheless it is not on overload.	3.0	4.0	5.0	4.0	1.0	4.0	4.0	4.0	1.0	2.0	3.0	3.0	1.0	3.0	2.0	3.0	1.0	2.0	2.6
25	There is a healthy, manageable level of stress that assists in promoting learning.	4.0	4.0	5.0	3.0	2.0	4.0	4.0	4.0	1.0	2.0	4.0	4.0	1.0	3.0	2.0	3.0	2.0	2.0	2.9
26	Continuous improvement is practices as well as preached.	4.0	2.0	2.0	5.0	4.0	4.0	4.0	4.0	2.0	2.0	4.0	4.0	3.0	3.0	2.0	3.0	2.0	4.0	2.9
27	The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.)	3.0	2.0	2.0	4.0	3.0	4.0	4.0	4.0	2.0	2.0	3.0	3.0	1.0	2.0	2.0	3.0	2.0	2.0	2.5
28	People are encouraged and provided the resources to become self-directed learners.	4.0	3.0	4.0	4.0	3.0	4.0	4.0	4.0	2.0	1.0	4.0	4.0	3.0	2.0	2.0	4.0	2.0	3.0	2.9
29	There is a formal, on-going education program to prepare middle mgrs. in their new roles as teachers/coaches/leaders.	2.0	1.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	1.0	3.0	4.0	2.0	2.0	2.0	4.0	1.0	1.0	2.6
Question	Person# 1	Person# 2	Person# 3	Person# 4	Person# 5	Person# 6	Person# 7	Person# 8	Person# 9	Person# 10	Person# 11	Person# 12	Person# 13	Person# 14	Person# 15	Person# 16	Question Average			

30	Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	3.0	2.0	3.0	4.0	4.0	3.0	4.0	2.0	2.0	2.0	4.0	3.0	3.0	1.0	2.0	3.0	1.0	2.0	2.6
31	Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	3.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	4.0	2.0	2.0	4.0	4.0	2.0	4.0	3.3
32	There is sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what is happening in the org.	2.0	2.0	2.0	4.0	4.0	2.0	4.0	1.0	1.0	3.0	1.0	3.0	1.0	2.0	2.0	3.0	2.0	3.0	2.3
33	There is direction and resource allocation planned to bring about meaningful and lasting learning.	4.0	1.0	2.5	4.0	4.0	3.0	4.0	1.0	1.0	4.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.5
34	Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	4.0	1.0	1.0	4.0	4.0	3.0	4.0	1.0	2.0	3.0	3.0	1.0	3.0	2.0	2.0	1.0	4.0	4.0	2.4
35	Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	4.0	3.0	3.0	4.0	4.0	3.0	4.0	2.0	3.0	4.0	4.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.1
36	Managers enable their staffs to become self-developers, and learn how to improve their performance.	4.0	2.0	4.0	4.0	4.0	4.0	4.0	2.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.2
	Total	132.0	76.0	106.5	140.0	114.0	142.0	66.0	77.0	129.0	129.0	83.0	106.0	69.0	103.0					

SUMMARY - Department 006																				Category Averages
Assessment Averages		3.9	2.5	3.2	4.0	3.1	4.0	1.5	2.4	3.7	3.6	1.6	2.8	2.3	2.6	1.9	2.9	2.9	2.9	
Promote Positive Averages		3.7	2.1	3.1	4.3	3.1	4.1	1.8	2.4	3.7	3.5	1.5	3.0	2.3	2.9	1.8	2.9	2.9	2.9	
Safe Thinking Averages		3.5	2.2	3.3	3.9	3.3	4.2	1.9	2.2	3.6	3.6	1.8	3.1	2.3	3.4	1.9	3.0	3.0	3.0	
Risk Taking Averages		3.8	2.3	3.1	3.7	3.1	3.9	1.9	2.4	3.5	3.5	1.8	3.1	2.4	3.2	1.9	2.8	2.9	2.9	
People As Resources Averages		3.6	2.0	3.2	3.9	3.4	4.1	1.9	2.0	3.7	3.6	1.5	2.8	2.4	3.1	1.9	3.1	2.9	2.9	
Learning Power Averages		3.7	2.1	3.3	3.9	3.4	4.0	1.8	2.2	3.7	3.7	1.6	2.6	2.4	3.0	2.0	2.6	2.9	2.9	
Map the Vision Averages		3.5	2.2	2.7	4.0	2.8	3.8	1.7	2.0	3.5	3.7	1.5	3.2	2.3	3.2	2.0	2.8	2.8	2.8	
Model the Vision Averages		3.4	2.2	2.7	4.1	3.1	3.9	1.9	2.1	3.7	3.6	1.3	3.1	2.3	3.2	1.9	3.0	2.8	2.8	
Systems Thinking Averages		3.3	2.0	2.3	4.0	2.8	3.9	1.8	1.8	3.3	3.3	1.7	2.7	2.0	2.3	2.1	2.6	2.6	2.6	
Get the Show on the Road Averages		3.9	2.4	2.7	4.0	3.3	3.7	1.6	2.1	3.4	3.6	1.4	3.0	2.4	2.9	2.1	3.0	2.8	2.8	
Individual Averages		3.6	2.2	2.9	4.0	3.1	4.0	1.8	2.2	3.6	3.6	1.6	2.9	2.3	3.0	2.0	2.9			
Overall Average for Department		2.8																		

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Question	Person #1	Person #2	Person #3	Person #4	Person #5	Person #6	Person #7	Question Average
29 There is a formal, on-going education program to prepare middle managers in their new roles as teachers, coaches, and leaders.	4.0	3.0	1.0	3.0	4.0	1.0	2.0	2.6
30 Recognition of your own learning style and those of co-workers is used to improve communication and overall organizational learning.	3.0	3.0	1.0	3.0	4.0	2.0	4.0	2.9
31 Management is sensitive to learning and development differences in their employees, realizing that people learn and improve their situations in many different ways.	3.0	5.0	2.0	3.0	5.0	4.0	3.0	3.6
32 There's sufficient time scheduled into people's professional calendars to step back from day-to-day operations and reflect on what's happening in the organization.	2.0	1.0	2.0	3.0	2.0	3.0	2.0	2.1
33 There is direction and resource allocation planned to bring about meaningful and lasting learning.	2.0	4.0	2.0	3.0	3.0	3.0	2.0	2.7
34 Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems.	4.0	2.0	1.0	3.0	1.0	4.0	2.0	2.4
35 Managers have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations.	3.0	4.0	2.0	3.0	3.0	3.0	4.0	3.1
36 Managers enable their staffs to become self-developers, and learn how to improve their performance.	3.0	4.0	2.0	3.0	3.0	3.0	4.0	3.1
Total	109.0	132.0	70.0	106.0	141.0	103.0	111.0	

SUMMARY - Department 007									
									Category Averages
Assessment Averages	2.9	3.2	1.9	2.7	4.0	2.9	3.4		3.0
Promote Positive Averages	3.2	3.7	1.7	2.9	4.0	2.9	3.0		3.1
Safe Thinking Averages	3.1	3.6	2.1	3.0	3.9	3.0	3.2		3.1
Risk Taking Averages	3.1	3.9	2.3	3.0	3.8	2.8	3.2		3.2
People As Resources Averages	3.2	3.7	1.9	2.9	3.9	3.1	3.1		3.1
Learning Power Averages	3.0	3.7	1.7	2.9	4.2	2.6	3.2		3.1
Map the Vision Averages	3.0	3.8	2.0	2.8	3.7	2.8	3.3		3.1
Model the Vision Averages	3.0	3.9	1.8	2.9	3.9	3.0	3.4		3.1
Systems Thinking Averages	2.7	3.4	1.9	2.9	3.6	2.6	2.7		2.8
Get the Show on the Road Averages	3.1	3.7	2.1	2.7	4.1	3.0	3.3		3.2
Individual Averages	3.0	3.7	1.9	2.9	3.9	2.9	3.2		
Overall Average for Department	3.1								

Department	Department's Overall Average	CATEGORY AVERAGES									
		Assessment	Promote Positive	Safe Thinking	Risk Taking	People As Resources	Learning Power	Map The Vision	Model the Vision	Systems Thinking	Get the Show on the Road
001	3.6	3.7	3.6	3.4	3.5	3.6	3.4	3.7	3.7	3.5	3.7
002	3.4	3.5	3.4	3.4	3.5	3.4	3.3	3.4	3.4	3.3	3.6
003	3.3	3.2	3.1	3.2	3.2	3.3	3.3	3.4	3.3	3.2	3.3
004	3.2	3.2	3.2	3.1	3.2	3.1	3.1	3.2	3.2	2.9	3.2
005	1.9	1.7	1.9	2.0	1.9	1.9	1.7	2.0	1.9	1.7	1.9
006	2.8	2.9	2.9	3.0	2.9	2.9	2.9	2.8	2.8	2.6	2.8
007	3.1	3.0	3.1	3.1	3.2	3.1	3.1	3.1	3.1	2.8	3.2